



3A Medium Term Plan Summer 2

| | Science | Humanities | RE | Computing |
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| Theme | <p>Theme: Animals, Including Humans</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Asking relevant questions and using different types of scientific enquiries to answer them. • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Identifying differences, similarities or changes related to simple scientific ideas and processes. • Using straightforward scientific evidence to answer questions or to support their findings. | <p>Theme:</p> <p>MOUNTAINS</p> <p>Key skills</p> <ul style="list-style-type: none"> • Describe and understand key aspects of physical geography, including rivers and mountains • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>Key knowledge</p> <ul style="list-style-type: none"> • Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use | <p>TOPIC - Hinduism Pilgrimages and River Ganges</p> <p>Key skills</p> <ul style="list-style-type: none"> - I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges - I can explain why water is important. <p>Key knowledge</p> <ul style="list-style-type: none"> • I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in (Pilgrimages, Funeral customs, offering, bathing) | <p>Unit 3.2 Online Safety (Lessons 1-3)</p> <p>Unit 3.5 Email (Use Google Classroom emails) (Lessons 4-6)</p> <p>Key Skills:</p> <ul style="list-style-type: none"> - pupils can appraise the accuracy of the information on a website and make decisions on whether it is a trustworthy source of information - pupils recognise the PEGI ratings and can give examples of why content is rated a <p>Key Knowledge:</p> <ul style="list-style-type: none"> - Pupils understand the importance of a secure password and not sharing this with anyone else - To know the difference between fact/fiction online - To know what an email |

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| | <p>Key knowledge:</p> <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. | <p>patterns; and understand how some of these aspects have changed over time</p> | | <p>is (messages sent and received over the internet)</p> |
| <p>Week 1</p> | <p>S.K.L.O: To identify and explain the three main functions of a skeleton.</p> <p>W.S.L.O: To record findings using simple scientific language and tables.</p> <p>Key skills –</p> <ul style="list-style-type: none"> Using straightforward scientific evidence to answer questions. To record findings using simple scientific language and tables. <p>Key Knowledge –</p> <ul style="list-style-type: none"> Identify parts of the skeleton that protect the body. Identify parts of the skeleton that support the body and help it move. Explain how different parts of the skeleton work. | <p>LO- I can describe what a mountain is and locate the world's 'Seven Summits' on a map.</p> <p>Key skills- Describe and understand key aspects of physical geography, including rivers and mountains</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Key knowledge Children know and understand that Mountains are areas of land that are much higher than the land surrounding them. They are higher and usually steeper than a hill and are generally over 600 metres high. They are often found together in a group called a mountain range.</p> | <p>LO- Is water important to me?</p> <p>Key skills - I can explain why water is important.</p> <p>Key knowledge Children to know that water means different things to different people.</p> | <p>LO: To know how to keep safe online</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Identifying safe/unsafe passwords To contribute to a blog <p>Key Knowledge:</p> <ul style="list-style-type: none"> To know what makes a safe password (private, not something guessable, not a common pattern) To know what a blog is To know how the internet helps us to communicate (emails, blogs, websites, zoom etc) |
| <p>Week 2</p> | <p>S.K.L.O: To identify the muscles inside the human body.</p> | <p>LO- I can describe the key features of mountains and how they are formed.</p> | <p>LO- I can tell you the story of the Ganges.</p> <p>Key skills-</p> | <p>LO: To know the difference between fact or fiction</p> |

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| | <p>W.S.L.O: To use simple scientific language and labelled diagrams.</p> <p>Key skills –</p> <ul style="list-style-type: none"> To record findings using simple scientific language, table, drawings and labelled diagrams. <p>Key knowledge –</p> <ul style="list-style-type: none"> Identify pairs of muscles in the body. Understand why the ‘tendon’ is important. Understand the term ‘contract’. | <p>Key skills- Describe and understand key aspects of physical geography, including rivers and mountains</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Key knowledge Children are able to what makes a mountain different from a hill. children are able to give an example of a mountain.</p> <p>Hills are easier to climb than mountains.</p> <p>They are less steep and not as high. mountains are higher than 600 meters.</p> <p>A hill will usually have an obvious summit, which is its highest point.</p> <p>Mountains in UK- Ben Nevis and Mount Everest. Hills in London- Primrose Hill, Anerley hill and Forest hill.</p> | <p>I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges</p> <p>Key knowledge Children understand and know why the river Ganges is important to Hindus and pilgrims.</p> | <p>Key Skills:</p> <ul style="list-style-type: none"> Critical thinking (how do we know if the information on a website is true?) To create a ‘spoof’ webpage. <p>Key Knowledge:</p> <ul style="list-style-type: none"> To know what fact means (something that is true) To know what fiction is (something that is untrue/fake) |
| <p>Week 3</p> | <p>S.K.L.O: To understand the relationship between muscles and movement.</p> <p>W.S.L.O: To use scientific evidence to answer questions.</p> <p>Key skills –</p> <ul style="list-style-type: none"> Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. | <p>LO- I can describe the climate of a mountain and explore mountain life.</p> <p>Key skills- Describe and understand key aspects of physical geography, including rivers and mountains</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the local area | <p>LO- I know who Braham is and how he is like the water.</p> <p>Key skills- I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges - I can explain why water is important.</p> <p>Key knowledge - Children understand that Branham has different faces, but he is only one person. Children understand that he is the life source like water.</p> | <p>LO: To understand appropriate content</p> <p>Key Skills:</p> <ul style="list-style-type: none"> To identify age ratings on digital media and devices Pupils relate cyberbullying to bullying in the real-world and have strategies for dealing with online bullying including screenshot and reporting |

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| | <ul style="list-style-type: none"> To use simple scientific language and labelled diagrams. <p>Key knowledge –</p> <ul style="list-style-type: none"> How muscles allow movement. Understand why the diaphragm is important. Muscles cannot work without oxygen. | <p>using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Key knowledge Children to understand what it is like to live on a mountain; The air is thinner, making it more difficult to get enough oxygen to allow your body to work hard. Steep slopes mean that growing food and building houses is also much more difficult. Travel -roads have to wind, switching back and forth to allow vehicles to climb.</p> | | <ul style="list-style-type: none"> Pupils can identify some physical and emotional effects of playing/watching inappropriate content/games. <p>Key Knowledge:</p> <ul style="list-style-type: none"> To know why age restrictions are in place To know where to turn for help if they see inappropriate content or have inappropriate contact from others. E.g. trusted adult, police, childline, reporting to company |
| Week 4 | <p>S.K.L.O: To complete an enquiry on muscle movement.</p> <p>W.S.L.O: To gather, record and present data to help answer questions.</p> <p>Key skills –</p> <ul style="list-style-type: none"> Setting up simple practical enquiries. recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. <p>Key knowledge –</p> <ul style="list-style-type: none"> Identify the muscles needed for movement. Name important muscles. | <p>LO- I can explore and locate the UK's highest mountains.</p> <p>Key skills</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <p>Key knowledge Children are able to identify and locate mountains in the UK.e.g Cairngorms in Scotland Pennines in England Mourne Mountains in Northern Ireland Snowdonia in Wales</p> | <p>LO- When do people go to the Ganesh?</p> <p>Key skills I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges - I can explain why water is important.</p> <p>Key knowledge- Children understand that people go on pilgrims to worship and at special times.</p> | <p>LO: To think about the different methods of communication.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Pupils can list a range of different ways to communicate. Pupils can evaluate the effectiveness of communication methods <p>Key Knowledge:</p> <ul style="list-style-type: none"> To know different communication methods e.g (verbal - speaking, non-verbal - hand gestures, sign language, visual - pictures, symbols, written - email, letter, newspaper) |
| Week 5 | | <p>LO- I can recognise the importance of the Himalayas for people living in the region.</p> | <p>LO- Why would a non-Hindu go to the Ganesh?</p> <p>Key skills</p> | <p>LO: To open and respond to an email.</p> |

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| | | <p>Key skills- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Key knowledge Children to understand the importance of the mountain on area, why lots of people go there. Children are able to find the Himalayas on a map.</p> | <p>I can explain the important of holy places on all people.</p> <p>Key knowledge Children understand that religious places can also be special to people who are not religious.</p> | <p>Key Skills:</p> <ul style="list-style-type: none"> - Pupils can open an email and respond to it. - Pupils can use the search option in the address book <p>Key Knowledge:</p> <ul style="list-style-type: none"> - To know what an email is (messages sent and received over the internet) |
| <p>Week 6</p> | <p>Consolidation Lesson</p> | <p>LO- To share knowledge about a world-famous mountain or mountainous region.</p> <p>Key skills</p> <ul style="list-style-type: none"> •Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world •Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>Key knowledge Children will be able locate and the mountain ranges and explain how the mountain was formed.</p> | <p>LO- I can write a pamphlet about visiting the Ganesh.</p> <p>Key skills: I can recall facts about religions I have studied.</p> <p>Key knowledge: Children to be able to share what is important about the Ganesh, why Hindus go there and why non-Hindus would go there.</p> | <p>LO: To learn how to use email safely.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> - To identify how to stay safe when using email - To create an email - To add an attachment <p>Key Knowledge:</p> <ul style="list-style-type: none"> - To know how to stay safe when sending an email - To know what 'draft'; means (initial version - not the final) |

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